

## Behavioral Interviewing

### Advanced Section: Step #1

#### Analyzing the Position to be Filled

## Have a vacancy? Need to hire? What Does the Job Require?



How do you determine what is needed to make a quality selection decision?

## Define What the Job Requires

- ◆ Examine the job description-- competency-based job descriptions will lead you to essential areas of competence.
- ◆ Ask the person doing the job (before they leave).
- ◆ Ask others doing the job.
- ◆ Get feedback from supervisors.

## Define What the Job Requires

- ◆ Think about the future--what new or different competencies will be needed.
- ◆ Decide if you can support learning on the job or if you need someone with experience--ask the question, "To train or not to train?".

## To Train or Not to Train? A Make or Buy Decision

Do you have staff capable of meeting the required attributes of the position--with training?

YES

Do you have time to train staff for the position?

YES

Recruit from within and be prepared to train.

NO

Recruit someone qualified for the position--buy the attributes.

NO

Recruit someone qualified for the position--buy the attributes.

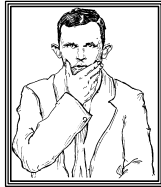
## Examine the Job

- ◆ **What** is required to do the job well?
- ◆ **What** knowledge?
- ◆ **What** skills?
- ◆ **What** abilities?
- ◆ **What** attitudes?
- ◆ **What** experience?



## What Knowledge?

- ◆ Counseling techniques
- ◆ Computer programming
- ◆ Arithmetic
- ◆ Customer service
- ◆ Budgeting
- ◆ Statistics
- ◆ Physical assessment



What does the person need to know about?

6

## Knowledge May Be Acquired Through . . .

- ◆ Formal academic programs.
- ◆ Specific training programs.
- ◆ Experience-working in similar jobs.



7

## Knowledge From: Formal Academic Programs

- ◆ Transcripts can help you decide:
  - What classes were taken.
  - What grades were earned.
- ◆ Only your interview questions can tell:
  - How knowledge has been applied.
  - How knowledge has been retained.
  - If the knowledge is applicable to the job.
  - If the knowledge is up-to-date for the specific job at hand.

8

## Knowledge From: Formal Academic Programs



Consider a behavioral question such as:

"This job involves keeping track of accounts and I noticed you have had several accounting courses at the college level. Give me an example of a specific time when you applied your learning about double entry ledger systems to a work situation."

9

## Knowledge From: Specific Training Courses

- ◆ Resumes, applications, and personnel files can help you decide:
  - What specific training courses were taken.
  - The length of the training courses.
  - How current the training is.
- ◆ Only your interview questions can tell:
  - The content and extent of the training.
  - Whether additional training has been obtained.
  - Whether training has been applied and/or expanded upon.
  - If the training is applicable to the job.

10

## Knowledge From: Specific Training Programs

Consider a behavioral question such as:



"I noticed you have had training in mediation. That would be useful in this job. Give me a specific example of when you have used the mediation training. What was the outcome of the mediation? What would you do differently and why?"

11

## Knowledge From: Experience

- ◆ Resumes, applications, and personnel files may help you decide:
  - What work experience the applicant has.
  - A description of role and responsibility.
  - How current the experiences are.
- ◆ Only your interview questions can tell:
  - What practical knowledge has been gained from experience.
  - How practical knowledge has been applied to specific job situations.
  - How useful the practical knowledge will be for the job.

12

## Knowledge From: Experience in Similar Jobs

Consider a behavioral question such as:



"According to your resume, your experience with computers is quite extensive. The job you are applying for entails a lot of computer work. Specifically, what computer programs have you worked with and explain projects you have completed that demonstrate your level of competence."

13

## What Skills?

- ◆ IPR skills
- ◆ Transcription
- ◆ Word processing
- ◆ Writing reports
- ◆ Teaching
- ◆ Organizing & planning



What does the person need to know how to do?

14

## Skills May Be Acquired Through . . .

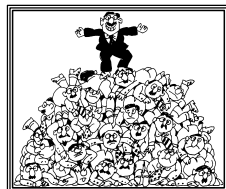
- ◆ Specific training programs.
- ◆ On-the-job training.
- ◆ Experience-working in jobs with similar responsibilities.

Resumes, application, and personnel folders can help you identify what skills candidates have.

15

## Skills Must Be . . .

- ◆ Mastered to be useful.
- ◆ Used often to remain sharp.
- ◆ Expanded upon to remain up-to-date.



16

## Skills

Consider behavioral questions such as:

"How often have you done transcription in the last year?"

"Give me specific examples to let me know what your speed and accuracy are in doing transcription."



17

## What Abilities?

- ◆ Self-directed
- ◆ Creative
- ◆ Artistic
- ◆ Goal driven
- ◆ Motivating
- ◆ Assertive
- ◆ Team building



**What does the person need to be able to do?**

18

## Consider Behavioral Questions That Ask for Specific Examples When the Needed Abilities Were Exhibited Such As:

### For the ability to problem solve:

"Tell me about a specific time you became aware of a problem and proceeded to resolve the problem without direction. Explain the problem. What did you do to resolve it? What was the outcome?"

19

## Specific Examples (continued)

### For the ability to be creative:

"What is the most creative solution to a problem you have come up with? Describe the process you used. Was your solution used? How did it work out?"

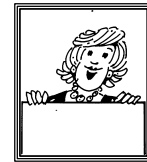
### For the ability to be goal driven:

"Tell me your top two goals for this month. What specifically have you done to accomplish these goals? Have you accomplished either goal? What is your plan for follow through?"

20

## What Attitudes?

- ◆ Accept variations in cultures
- ◆ Respect the elderly
- ◆ Work willingly with people of different races, genders, and religion
- ◆ Positive--"cup is half full"



**What attitudes does the person need to have?**

21

## Key Points About Attitudes

- ◆ Attitudes are difficult to measure and assess.
- ◆ Yet, attitudes greatly influence motivation, morale, and the way work gets done.
- ◆ Supervisors can provide input about a candidate's attitude.
- ◆ Develop behavioral questions for those attitudes most important for the job.

22

## Consider Behavioral Questions That Ask for Specific Examples When Important Attitudes Were Displayed Such As:

"Tell about a time when you worked with someone from a different ethnic culture. Explain how you worked with this person. What kind of an experience was it? What are your thoughts now about working with the person?"

"Tell about a time when you kept a positive attitude in the face of crisis or a negative work environment. What feedback did you get from your supervisors? What did you learn from the experience?"

23

## What Experiences?

- ◆ Purchasing methods
- ◆ Arbitration procedures
- ◆ Sales
- ◆ Caring for critically ill patients
- ◆ Presenting before large groups of people
- ◆ Managing groups of people



**What experiences does the person need to have?**

24

## Key Points About Experience

- ◆ Experience is the application of knowledge, skills, abilities & attitudes (KSAAs) over time.
- ◆ A resume, application, or CV can give you a picture of a candidate's experience.
- ◆ Behavioral questions help see the application of experience for specific KSAAs.

25

## Key Points About Experience

### During the behavioral interview:

- ◆ Clarify and ask for elaboration on concerns/issues about experiences listed in applications, resumes, or CVs.
- ◆ Ask behavioral questions related to specific KSAAs.
- ◆ Decide if additional experience questions are needed--some technical experiences may need to be explored further.

26

## Now--Make a List of the Most Important Job Qualities--In Order of Importance:

- ◆ Knowledge
- ◆ Skills
- ◆ Abilities
- ◆ Attitudes
- ◆ Experiences



27

## Next Step: Matching Individuals with Your Organization

- ◆ Employees and organizations each have expectations--personal and work-related.
- ◆ Mismatching special job requirements with expectations can affect morale, retention, productivity, and attitudes.



28

## Use the Interview Process to Avoid Mismatching!

- ◆ **Identify special requirements for the job.**
- ◆ **Will you expect the employee to:**
  - ◆ Be on call
  - ◆ Work permanent nights--maybe alone
  - ◆ Work with terminally ill patients
  - ◆ Work with the elderly
  - ◆ Sit at a computer most of the day
  - ◆ Work in a room without windows

29

## Identify Those Special Requirements Most Critical to the Job

**Make a list of the most important. List them in priority order.**

The list should be used to develop at least 3 questions to explore how applicants feel about the special requirements--**you** will be looking for matches between **your** job requirements and **their** expectations.

30

## Matching

Your requirements  Their expectations




*equals*

- ◆ Job satisfaction,
- ◆ Positive employee attitude,
- ◆ Low turnover and
- ◆ High performance

31

## At This Point You Should Have:

- ◆ A list of knowledge, skills, abilities, attitudes, and experience critical to the position and in priority order.
- ◆ A list of job requirements that can match applicants with organizational needs.

These lists will serve as a basis for developing performance based interview questions--  
your  to a good selection!!!

32

## Frequently Asked Questions

**Q:** How long should the list be for knowledge, skills, abilities, attitudes, and experience?

**A:** It depends on the position and the intended length of the interview. Some positions will have a long list and others short and succinct. The length of the list depends on the complexity of the role. Most interviews are planned for 45-60 minutes, again depending on the role. The key is to identify the priority attributes that you want to focus on in the interview.

33

## Frequently Asked Questions

**Q:** What if I come up with a long list of attributes and all of them are important for the position?

**A:** This is a common concern especially with complex positions. To narrow the list down, think about what the person in the job will be doing the majority of the time. Then think about what will have the greatest impact on the success of the position. A secretary may spend the majority of their time word processing and typing skills will contribute to their success.

34

## Frequently Asked Questions

**Q:** How can I come up with a good list of attributes if the position is new or will be changing in the future?

**A:** In these situations, you will have to project. Contacting people who occupy such positions and are successful or contacting their supervisors will help. Also, talk to stakeholders--people who will be working with the person or dealing with the person. Ask them what attributes the person selected should have to be successful.

35

## Frequently Asked Questions

**Q:** Is it worth my time to make a list of attributes when I know what kind of a person I want for the job?

**A:** Yes, it is. The list will serve as a basis for developing behavioral questions for the interview. Past performance has been shown to be the best predictor of future performance!! Analyzing each position to identify the key attributes that create success is essential to that process. The time will pay off!!!

36

## This Ends Section #1



**May your job analysis be successful and carry you to new heights.**

37